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| **1st Grade ELA Priority Standards** | | |
| **Reading** | | |
| **Foundational Skills (RF)** | **Literature (RL)** | **Informational Text (RI)** |
| **RF.1.2 – Phonological Awareness**  Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   * Distinguish long from short vowel sounds in the spoken single-syllable words. * Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. * Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. * Segment spoken single-syllable words into their complete sequence of individual sounds. | **RL.1.3 – Key Ideas and Details**  Describe characters, settings, and major events in a story, using key details. | **RI.1.2 – Key Ideas and Details**  Identify the main topic and retell key details of a text. |
| **RF.1.3 – Phonics and Word Recognition**  Know and apply grade-level phonics and word analysis skills in decoding words.   * Know the spelling-sound correspondences for common consonant digraphs. * Decode regularly spelled one-syllable words. * Know final –e and common vowel team conventions for representing long vowel sounds. * Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. * Decode two-syllable words following basic patterns by breaking the words into syllables. * Read words with inflectional endings. * Recognize and read grade-appropriate irregularly spelled words. | **RL.1.5 – Craft and Structure**  Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. | **RI.1.5 – Craft and Structure**  Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. |
| **RF.1.4 – Fluency**  Read with sufficient accuracy and fluency to support comprehension.   * Read grade-level text with purpose and understanding. * Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. * Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |  |  |

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| **1st Grade ELA Priority Standards** | | |
| **Writing (W)** | **Speaking and Listening (SL)** | **Language (L)** |
| **W.1.1 – Text Types and Purposes**  Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. | **SL.1.1 – Comprehension and Collaboration**  Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.   * Follow agreed upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). * Build on others’ talk in conversations by responding to the comments of others through of multiple exchanges. * Ask questions to clear up any confusion about the topics and texts under discussion. | **L.1.2 – Conventions of Standard English**  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   * Capitalize dates and names of people. * Use end punctuation for sentences. * Use commas in dates and to separate single words in a series. * Use conventional spelling for words with common speaking patterns and for frequently occurring irregular words. * Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. |
| **W.1.3 – Text Types and Purposes**  Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. | **SL.1.6 – Presentation of Knowledge and Ideas**  Produce complete sentences when appropriate to task and situation. |  |
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